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The New English Education Bill. Since the English licensing bill has been thrown out by the lords, and since the children's bill is practically ready for acceptance, considerable attention is being paid the new education bill which Mr. Walter Runciman introduced in the house of commons on November 20. A memorandum which was distributed with the bill explained its main provisions, of which the following appear to be the most important:

Rate aid will be confined to schools provided by the local educational authorities. No teacher may be subjected to religious tests or required to give religious instruction. The local authorities shall provide free accommodation in public elementary schools for all children resident in their area whose parents desire such accommodation for them, and no child may be required to attend a school not provided by such authorities.

Facilities are provided for denominational instruction on two mornings in the week for children whose parents desire it for them, but no part of the cost of such instruction is to be borne by the authorities. The third clause prescribes the conditions under which a school not provided by the local educational authorities may be recognized as a public elementary school and thus share in the parliamentary grant. A method is provided by which existing voluntary schools may be transferred to the local authorities. Another clause deals with schools for deaf, blind, defective and epileptic children and gives power to the local authorities to provide for instruction in special subjects in certain centers as well as in the regular public elementary schools.

This bill, while it appears to satisfy no one completely, may prove acceptable as a compromise measure. It carries out the pledges given by the liberals concerning education; full public control for all rate-aided schools; no rate payment for denominational teaching; no religious tests for teachers; and it promises some approximation to a national system. The *London Times*, while recognizing the compromise character of the bill and that it is not ideal, points out that it is simpler and better understood than any education bill which has yet been presented, and expresses the hope "that the new bill . . . be made different from its forerunners by being successfully placed upon the statute-books before many weeks are over." [*Times*, November 23.] In moving the second reading, which was had November 27, Mr. Runciman spoke of the readiness exhibited by leading churchmen and non-conformists to discover a basis for compromise that should not involve sacrifice of principles.

Among those who oppose the bill, Lord R. Cecil has declared, "That no measure will provide a settlement of the education question which does not afford complete equality of treatment to all forms of religious instruction." Prominent among the opposers are Mr. A. C. Edwards and Mr. Ramsay McDonald. Dr. Macnamara favors, and Sir William Anson has said he will vote for the bill.

On December 3, it was announced that the chances of the success of the bill were threatened by the demand made by the Archbishop of Canterbury for a larger grant for non-rate aided schools than the government is willing to grant.

STANLEY K. HORNBECK.

Industrial Education. Practical education in industrial work, domestic economy and agriculture in the secondary schools has received a tremendous impetus in very recent years in response to the general feeling that our educational system does not prepare our young people for practical life. Eleven States now require by law the teaching of agriculture in the common schools and all but six of the remaining States make some provision for agricultural work in the grades. Manual training including domestic economy is taught in the large cities of nearly every State in the Union. Many of the States make special provision for this work.

Industrial education in the sense in which that term is generally used, namely, vocational training, is just now in its beginning in the public schools. Massachusetts led the States in this line when in 1905 at the instigation of Governor Douglass a committee was appointed known as the commission on industrial and technical education of which Carroll D. Wright was president. This commission went over the ground with great care, visiting different parts of the State, holding hearings and taking testimony from a large number of witnesses. The result was the law of 1906, which established a permanent commission on industrial education, empowered cities and towns to establish industrial schools and courses, provided State aid for such schools and gave the commission wide powers of control over them when established. The commission has continued its investigation both at home and abroad and their annual reports are invaluable as a source of information upon the subject. This law was the model for other States. Wisconsin adopted a permissive law in 1907, enabling municipalities to establish industrial and trade schools, and to levy a tax for their support.